

# KENTUCKY DEPARTMENT OF EDUCATION



## ADVISORY GROUP MEETING SUMMARY

### ADVISORY GROUP:

Committee for Mathematics Achievement (CMA)

### LIAISON:

Pamela Pickens

### MEETING DATE:

September 22, 2017 (9 am ET)

### NOTE-TAKER/CONTACT:

Pamela Pickens

### ADVISORY GROUP MEMBERS/GUESTS PRESENT:

- ☒ Commissioner of Education – Dr. Stephen Pruitt (Krista Hall)
  - ☒ President of the Council on Postsecondary Education – Dr. Robert King (Sue Cain)
  - ☒ President of the Association of Independent Kentucky College and Universities – Dr. Gary Cox (Sarah Murray)
  - ☐ Executive Director of the Education Professional Standards Board – Jimmy Adams
  - ☐ Secretary of the Education and Workforce Development Cabinet – Hal Heiner (Kate Akers)
  - Representative from each of the 9 public postsecondary education institutions defined by KRS 164.001
    - ☐ University of Kentucky – Dr. David Royster
    - ☒ University of Louisville – Dr. Jenny Bay-Williams
    - ☒ Eastern Kentucky University – Dr. Margaret Yoder
    - ☒ Kentucky State University – Dr. Karen Heavin
    - ☒ Morehead State University – Dr. Edna O. Schack
    - ☒ Murray State University – Dr. Ed Thome (Mary Williams)
    - ☒ Northern Kentucky University – Dr. Theodore Hodgson
    - ☒ Western Kentucky University – Dr. Janet Tassell
    - ☐ Kentucky Community and Technical College System – Linda Howard
  - ☒ Kentucky Adult Education – Pam Callahan
  - ☐ Kentucky Adult Education – Amanda Ireland
  - ☐ Elementary Teacher appointed by the Kentucky Education Association – Bonnie Humphries
  - ☒ Elementary Teacher appointed by the Kentucky Education Association – Scotty Bratcher
  - ☐ Middle School Teacher appointed by the Kentucky Education Association – Cindy White
  - ☐ Middle School Teacher appointed by the Kentucky Education Association – Suzanne Gibbs
  - ☒ High School Teacher appointed by the Kentucky Education Association – Nick Chaykowsky
  - ☒ High School Teacher appointed by the Kentucky Education Association – Ryan Davis
  - ☒ Elementary School Administrator appointed by the Kentucky Association of School Administrators – April Mounce
  - ☐ Middle School Administrator appointed by the Kentucky Association of School Administrators – VACANT
  - ☐ High School Administrator appointed by the Kentucky Association of School Administrators – Mark Gannon
  - ☒ Executive Director of the Kentucky Center for Mathematics – Dr. Dan McGee
  - ☒ Kentucky Department of Education Liaison – Pamela Pickens
- Guests Present: Meredith Brewer, Erin Chavez, Jill Parker

**Agenda Item:** Call to Order and Introduction of Members and Guests

**Discussion/Action:** Chair Ryan Davis called the meeting to order at 9:06 a.m. Present members briefly introduced themselves and identified their representation on the committee.

<p><b>Agenda Item:</b> Amendments to the Agenda</p> <p><b>Discussion/Action:</b> The members reviewed the agenda and proposed the following amendments: added the review and vote on previous meeting minutes, removing the Charter School update and replacing it with the Standards update. The committee voted and the minutes were approved.</p>
<p><b>Agenda Item:</b> Review and vote on March 17, 2017 meeting minutes</p> <p><b>Discussion/Action:</b> The members reviewed the March meeting minutes. Pamela Pickens noted member attendance was not indicated on the minutes. She will add the attendance to the first page. The committee voted and the minutes were approved with the noted change.</p>
<p><b>Agenda Item:</b> Subcommittee Divisions and Assignments</p> <p><b>Discussion/Action:</b> Chair Ryan Davis provided a brief history of the CMA Strategic Plan and highlighted the four subcommittee descriptions, as well as the current work of each subcommittee. Ryan opened the floor for members to join one of the four committees.</p> <ul style="list-style-type: none"> <li>• Intervention – Scotty Bratcher, Bonnie Humphries, Suzanne Gibbs, Meredith Brewer, Jill Parker, Pamela Pickens</li> <li>• Effective Instruction – Ryan Davis, Sarah Murray, Margaret Yoder, Karen Heavin, Ted Hodgson, Jimmy Adams</li> <li>• Assessment – Molly Williams, Janet Tassell, Pamela Callahan, Sue Cain</li> <li>• Communications – April Mounce, Robin Hill, Kate Akers, Wayne Lewis, Dan McGee, Nick Chaykowsky, Jenny Bay-Williams</li> </ul>
<p><b>Agenda Item:</b> CMA Subcommittee Work Session</p> <p><b>Discussion/Action:</b> Subcommittees met to work on tasks to push on the CMA’s Strategic Plan</p>
<p><b>Agenda Item:</b> Update on Accountability</p> <p><b>Discussion/Action:</b> Kathy Moore and Michael Hackworth from the Office of Assessment and Accountability provided an update on the proposed Kentucky accountability system. They shared three handouts related to the proposed systems. (See attachments.)</p>
Lunch Break 11:15 – 12:30
<p><b>Agenda Item:</b> CMA Subcommittee Work Session</p> <p><b>Discussion/Action:</b> Subcommittees met to work on tasks to push on the CMA’s Strategic Plan. During this time frame, Commissioner of Education Dr. Stephen Pruitt met briefly with each subcommittee to discuss the current work and provide feedback.</p>
<p><b>Agenda Item:</b> Update on Kentucky State Academic Standards</p> <p><b>Discussion/Action:</b> Krista Hall from the Office of Teaching and Learning provided a handout regarding the standards revision process and current work. (See attachment.)</p>

**Agenda Item:** CMA Full Committee Discussion

**Discussion/Action:** Ryan Davis shared a drafted statement in response to the Academic Readiness portion of the proposed accountability system. Overall, the group was mainly concerned about the second bullet for Academic Readiness – *a grade of B or better on 6 or more hours of KBE-approved dual credit*. Discussion followed. The group decided this requirement should be aligned and consistent with what is currently required at the post-secondary level. The group also discussed the need to include both literacy and mathematics requirements specifically. The group discussed using the terms mathematics or quantitative reasoning, as well as the issues this terminology may cause when selecting approved courses. Discussion followed. Sue Cain suggested adding dual-credit language to the term exams to be more specific. The group decided that the overall message from the CMA should be for further discussion from shareholders continue before a final decision is made about the proposed accountability system. Ryan made the motion to approve the statement with only style changes to be made – not content changes. Janet Tassell seconded the motion. The full committee voted in favor of the statement. Ryan stated he would send out the updated version via email.

**Other Items (can include items not on formal agenda, action to be taken, next steps, food for thought):**

The committee adjourned at 3:20 p.m. The next in-person meeting is scheduled for November 17, 2017.



# Kentucky Accountability at a Glance

(Proposal as approved by the Kentucky Board of Education at August 23, 2017 meeting)

## The Accountability System

Kentucky's new accountability system has been developed by a very inclusive process, with the input of over 6,000 people to date. The proposed accountability system has students at its center—ensuring they are well-rounded, transition-ready, and prepared with knowledge, skills and essential dispositions to successfully pursue the pathway of their choice after graduating from high school. The system has several key goals:

- Promote higher levels of student learning and achievement
- Reduce achievement gaps and ensure equity
- Establish opportunity and access for students to receive a quality education
- Build a culture of high expectations and continuous improvement
- Communicate a clear and honest understanding of strengths and opportunities for improvement in schools and districts

The system uses multiple academic and school quality measures, not a single test or indicator. An overall rating will be determined by setting standards for low to high performance on indicators shown below. Measures in the chart below contribute to a school's/district's overall accountability rating. Additional information will be reported to provide a more complete picture of education in Kentucky. Results will be reported in an online Report Card. The first page for each school or district will show a dashboard displaying the overall rating and the performance on indicators from which it is derived. The disaggregation of individual student group data will be accessible at the click of a mouse, as will the reported-only measures. Individual reports on student's performance will be issued to parents/guardians.

## Proposed Indicators and Measures

Indicators	Measures
<b>Proficiency</b> <i>Reaching the desired level of knowledge and skills as measured on state-required academic assessments.</i>	<ul style="list-style-type: none"> <li>• Student performance on tests in reading/writing (including editing mechanics) and mathematics</li> <li>• Equal weight for 1) reading/writing and 2) mathematics</li> <li>• Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li> <li>• Student performance is aggregated to school, district and state levels</li> </ul>
<b>Separate Academic Indicator</b> <i>Reaching the desired level of knowledge and skills on science and social studies.</i>	<ul style="list-style-type: none"> <li>• Student performance on tests in science and social studies</li> <li>• Equal weight for 1) science and 2) social studies</li> <li>• Schools are rated based on student performance levels: Novice (0), Apprentice (.5), Proficient (1), and Distinguished (1.25) (NAPD)</li> <li>• Student performance is aggregated to school, district and state levels</li> </ul>
<b>Growth (elementary/middle schools only)</b> <i>Student's continuous improvement toward the goal of proficiency and beyond.</i>	<ul style="list-style-type: none"> <li>• Percentage of students who meet annual personal target for improvement based on individual student trajectory toward proficiency and above. Measured on progress toward target on reading and mathematics state assessments (equal weight).</li> <li>• To see growth toward proficiency, Novice and Apprentice are divided into low and high</li> <li>• Schools earn credit based on whether and how much they "catch up, keep up or move up" their students' performance toward proficiency/English attainment (ELs only). Student regression takes away credit.</li> </ul>
<b>Graduation Rate (high school only)</b> <i>Percentage of students earning a high school diploma compared to the cohort of students starting in grade 9.</i>	<ul style="list-style-type: none"> <li>• Kentucky uses a 4-year adjusted cohort rate and an extended 5-year adjusted cohort in accountability which recognizes the persistence of students and educators in completing the requirements for a Kentucky high school diploma.</li> <li>• 4-year and 5-year rates averaged for accountability reporting</li> <li>• The graduation rate is measured by the number of students who graduate within a specified period divided by the number of students who form the adjusted cohort for the graduating class.</li> <li>• Schools with a graduation rate of less than 80 percent will be identified for Comprehensive Support.</li> </ul>
<b>Transition Readiness</b> <i>Attainment of the necessary knowledge, skills and dispositions to successfully transition to the next level of his or her education career.</i>	<ul style="list-style-type: none"> <li>• Students at elementary and middle school must meet a benchmark on a composite score that combines student performance in reading, mathematics, science (in elementary at grade 4; in middle school at grade 7), social studies and writing (in elementary at grade 5; in middle school at grade 8).</li> <li>• Students at high school must earn a high school diploma and meet one type of readiness (i.e., academic, career or military).</li> <li>• English language learners' attainment of English language proficiency is included at high school.</li> </ul>
<b>Achievement Gap Closure</b> <i>Reducing the disparity in performance between student groups by moving all students to higher levels and moving those at the lowest levels more rapidly.</i>	<ul style="list-style-type: none"> <li>• Measured on state assessments in reading/writing, mathematics, science and social studies (equally weighted among tested subjects).</li> <li>• Credit earned based on student performance level (NAPD).               <ul style="list-style-type: none"> <li>◦ Gap to Group (33%) – Student group performance compared to reference student group.</li> <li>◦ Gap to Proficiency (67%) – Student group performance compared to goal of proficiency.</li> </ul> </li> <li>• Gap to Group and Gap to Proficiency reported separately but combine to produce indicator score.</li> <li>• Groups of 10 or more students are included with a statistical process to ensure data stability.</li> </ul>

<p><b>Opportunity and Access</b> <i>Equitable availability to research-based student experiences and school factors that impact student success.</i></p> <p><i>NOTE: Measures are strongly tied to equity to help ensure all students have robust experiences that are precursors to high achievement and growth.</i></p>	<ul style="list-style-type: none"> <li>• <b>Required</b> measures include those focused on:               <ul style="list-style-type: none"> <li>○ <b>rich curriculum:</b> access to standards-based, visual and performing arts; health and physical education; science; social studies; CTE (MS/HS); cultural studies and/or world languages (HS); essential skills (MS/HS); and</li> <li>○ <b>equitable access:</b> proportionality of student group access to gifted and talented services; rigorous coursework; and</li> <li>○ <b>school quality:</b> chronic absenteeism, behavior events, and restraint and seclusion.</li> </ul> </li> <li>• <b>Selected Measures:</b> <b>whole child:</b> Schools will <b>choose</b> an additional two measures of whole child supports from an approved list (access to school-based counselor and/or mental health services provider; nurse or other health services provider; librarian/media specialist; family resource/youth services center; teachers with certification in their specialized area, and career counselors/career coaches)</li> <li>• <b>Reported measures</b> (not included in school/district rating, but are reported for transparency): State-funded preschool rating; percentage of students in half day vs. full day kindergarten; percentage of teacher turnover and first-year teachers; student group out-of-school suspensions are proportionate to group enrollment</li> <li>• <b>Local Measure (LEA only)</b> <i>Locally-defined measure that highlights an area for improvement or objective of a charter school or local district (LEA).</i> Each LEA shall propose to the Kentucky Department of Education the targeted multi-year goal or objective that is SMART (specific, measurable, achievable, relevant, and time-bound)</li> </ul>
<b>Considering All Indicators</b>	
<p><i>Performance levels are based on standards of excellence instead of a normative comparison of schools. Kentucky educators will determine, through a standard-setting process, the performance required for each of five levels of performance that range from low to high. The aggregation of these performance levels will determine a school's overall rating with academic indicators most heavily factored in the overall rating.</i></p>	
<p><b>Overall School Rating</b> <i>Based on the strength of performance on school-level measures and indicators. Supplemental designation may be noted for positive gap closure or failure to close gaps</i></p>	<p>★★★★★ (5 star)</p> <p>★★★★ (4 star)</p> <p>★★★ (3 star)</p> <p>★★ (2 star)</p> <p>★ (1 star)</p>
<p><b>School Improvement and Support</b> <i>The lowest-performing 5 percent of schools will be designated 1-star schools and qualify for comprehensive support.</i></p>	<p>Support will be provided for low-performing schools.</p> <ul style="list-style-type: none"> <li>• Targeted Assistance - school with low-performing or consistently underperforming student group(s)</li> <li>• Comprehensive Support – bottom 5% of schools OR less than 80% graduation rate OR chronically low-performing student group(s)</li> </ul>
<p><b>Long-Term Goals</b> <i>Goals based on graduating class of 2030. Intermediate goals established in three-year intervals from 2018 to 2030.</i></p>	<p>Specific goals for academic achievement, graduation rate and English language proficiency are set for each student group based on where it is starting and the targeted outcome while also taking into account the goal must be realistic and attainable.</p>

### System Highlights

- With the importance of closing the achievement gap, schools that excel at gap closure, as well as those that are struggling to close the gap, will be easily identified with a separate, supplemental designation. To earn the top two ratings, a school must demonstrate gap closure.
- Proficiency measures progress on more than mathematics and reading to promote a well-rounded educational experience and the opportunity for students to apply math and reading skills concurrently with learning other content areas. The separate academic indicator is a similar measure for science and social studies.
- The Growth indicator is based on individual student targets and his/her progress toward the target rather than a comparison to other students.
- For the first time, the proposed system includes an indicator to ensure every student has equitable opportunity and access to standards, content, programs, quality educators, and educational experiences that support and lead to student success.
- As part of the Opportunity and Access indicator, there is an emphasis on the development of essential skills and characteristics needed for post-secondary and workplace success.
- The Transition Readiness indicator gives students choice on whether they accomplish academic, career or military readiness and flexibility on how they demonstrate readiness. A student may choose to pursue more than one readiness area.
- Special attention has been given to ensure the system is fair, reliable, minimizes "gaming" and reduces other non-intended consequences.
- The accountability system also includes an optional competency-based education and assessment pilot. At the heart of competency-based assessment is a commitment to ensure students master standards.
- The proposed accountability system is intended to be flexible, so it can adapt without requiring extensive modifications as new assessments are implemented and/or additional measures for the system are developed.



## Transition Readiness

(Proposal as approved by the Kentucky Board of Education at August 23, 2017 meeting)

### Student Expectations for Transition Readiness – Elementary and Middle Schools




Elementary	Middle
Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 5	Meet a benchmark on a composite score that combines student performance on reading/writing, mathematics, science, and social studies by grade 8

### Student Expectations for Transition Readiness – High School

#### High School Diploma

Earn a high school diploma by meeting/exceeding the Kentucky Minimum High School Graduation Requirements

*NOTE: Essential skills and attendance are reflected in the Opportunity and Access indicator.*

AND Meet Requirements of ONE type of Readiness			Required for English Learners (only) English Language Readiness
 Academic Readiness	 Career Readiness	 Military Readiness	
<ul style="list-style-type: none"> <li>✓ Benchmarks, determined by Council on Postsecondary Education (CPE) on a college admissions exam; OR</li> <li>✓ A grade of B or better on 6 or more hours of KBE-approved dual credit; OR</li> <li>✓ A score of 3+ on exams in at least 2 or more Advanced Placement courses; OR</li> <li>✓ A score of 5+ on at least 2 or more exams for International Baccalaureate Courses; OR</li> <li>✓ Benchmarks on at least 2 or more Cambridge Advanced International examinations.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Benchmarks on Industry Certifications (<i>Approved by the Kentucky Workforce Innovation Board on an annual basis</i>); OR</li> <li>✓ Earn KOSSA as appropriate for articulated credit;</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>✓ A score of B or better on 6+ hours approved Career and Technical Education (CTE) dual credit courses; OR</li> <li>✓ Complete 2 CTE credits and enroll in a the next credit in CTE program of study; OR</li> <li>✓ KDE/Labor Cabinet-approved apprenticeship; OR</li> <li>✓ KDE-approved alternate process to verify exceptional work experience</li> </ul>	<ul style="list-style-type: none"> <li>✓ Meet the benchmark on the Armed Forces Qualification Test (AFQT) of the Armed Services Vocational Aptitude Battery (ASVAB)</li> </ul> <p style="text-align: center;">AND</p> <ul style="list-style-type: none"> <li>✓ Enlist in a branch of military service; OR</li> <li>✓ Complete two (2) certificates of training and is enrolled in the third credit within a Junior Reserve Officer Training Corps (JROTC) program</li> </ul>	<ul style="list-style-type: none"> <li>✓ Require reclassification as English language proficient for any student who received English Language services during high school.</li> </ul>

*Note: Students participating in the alternate assessment program and earning an alternate diploma will have criteria for transition readiness based on alternate assessment requirements and employability skills attainment.*

Please contact the Office of Assessment and Accountability (OAA) if there are any questions:

(502) 564-4394

[dacinfo@education.ky.gov](mailto:dacinfo@education.ky.gov)



# Kentucky Department of Education 2017-18 Assessments

## Proposed 2017-18 Testing Plan for Elementary, Middle and High Schools

Content Areas	3	4	5	6	7	8	10	11	9-12
Reading	X	X	X	X	X	X			
Mathematics	X	X	X	X	X	X			
Science		X			X				
Social Studies			X			X			
On-Demand Writing			X			X		X	
Editing and Mechanics			FT			FT		FT	
College Admissions Examination							X*	X	
EOC - English II									FT
EOC - Algebra II									FT
EOC - Biology									FT
EOC - U.S. History	(Note: U.S. History EOC will be field tested in 2019-20.)								

X = Grade level testing using current standards

FT = Field Test

\*Summer 2017 a bid will be made for a college admissions assessment to be administered twice at high school (grades 10 and 11). A current contract for ACT at grade 11 is in place for spring 2018.



## Standards Revision Process Critical Fact Sheet July 2017

A Publication of the Office of Teaching and Learning

### **Overview/Background:**

Senate Bill 1 (2017) calls for the Kentucky Department of Education to implement a process for reviewing all academic standards and aligned assessments beginning in the 2017-18 school year. The current schedule calls for one or two content areas to be reviewed each year and every six years thereafter on a rotating basis. The rotation schedule will begin immediately (Summer 2017) by soliciting feedback on English language arts, mathematics, and health/physical education standards.

### **Critical Points:**

#### **Advisory Panels**

Advisory panels for each content area will review the standards and make recommendations for changes to a Standards and Assessment Review Development Committee. Advisory panels will consist of at least six public school educators who teach the content standards being reviewed along with a representative from an institution of higher education in Kentucky for each grade band: elementary (K-5), middle (6-8), and high school.

#### **Standards and Assessments Review and Development Committees (RDC)**

The Standards and Assessment Review and Development Committee for each content area will review findings, including public comments/feedback and make recommendations to revise or replace existing standards and adjust assessments to ensure alignment with the standards. A minimum of six public school educators, who teach in the academic content area being reviewed, and two representatives from higher education, as well as other community shareholders comprise each committee.

*The KDE will release applications and desired criteria for those seeking to be on the Advisory Panels and/or the RDCs in each content area.*

#### **Standards and Assessments Process Review Committee**

The Standards and Assessments Process Review Committee, which is made up of three legislative members, one KBE member, one SCAAC member, and one EPSB member each appointed by the Governor, three appointed by the President of the Senate, and three appointed by the Speaker of the House of Representatives, in addition to the Commissioner of Education, will review the *process* to ensure that shareholders have had adequate opportunity for input. If the process is found sufficient, the recommendations (without amendment) go to the Kentucky Board of Education for consideration. If the process is found deficient, the recommendations may be returned to the appropriate standards and assessment review and development committee.

Once the Kentucky Board of Education approves the revised standards and they clear the traditional regulatory review process, which provides yet an additional opportunity for public input, they will be implemented in all Kentucky public schools no later than the second academic year following the process. Existing standards will stay in place until new standards are approved.

### **Quick Links:**

The revised English/language arts and mathematics standards were available From May 15 until September 15 for public feedback at the following survey links:

<https://www.surveymonkey.com/r/KY2017ELA>

<https://www.surveymonkey.com/r/KY2017MATH>

*Health/physical education standards initial feedback period ended on July 10. Another public comment period will commence once initial revisions are proposed.*

### Standards (and Assessments) Review Process– to occur every 6 years



KDE QTL DPS, Kidwell (June 2017)

### Standards Review/Revision Cycle:

*\*note: assessment revisions will lag behind the standards revisions at least one year.*

2017: English language arts; mathematics; health education; physical education; computer science  
 2018: Social Studies; world languages; library/media  
 2020: Science  
 2021: Arts

### Future Dates:

2023: ELA Revision  
 2024: Mathematics Revision  
 2025: Physical Education, Health, Career Studies Revision  
 2026: Social Studies Revision/ World Languages Revision  
 2027: Science Revision  
 2028: Arts Revision

### Point of Contact:

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